National Congress Bulletin

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Dear P.T.A. President:

AST MONTH I issued you an invitation. Certainly the National Congress office would be snowed under (a wonderful snowfall, I hasten to add) if all 45,500 of you replied to . But I hope many of you have accepted, or plan to in the ear future. You will recall that I invited your reaction to our V evaluations, which appeared for the first time in the eptember "National Parent-Teacher."

We are still eager to hear from you, even as we receive nnumerable comments from people all over the country, commending us on our efforts to make an honest appraisal of the V fare offered children today. And we are gratified that ur determination to provide a guide for the discriminating election of that fare has been so heartily approved.

In late July and early August it was my privilege to attend meeting of representatives of the teaching profession from l parts of the free world. This meeting of the World Confederation of Organizations of the Teaching Profession was eld in Washington, D. C., and the October "National arent-Teacher" gives you a glimpse of it in an article by the V.C.O.T.P. president, Sir Ronald Gould of England.

The sessions of that truly world-wide gathering brought early to my mind the tremendous part that education will play in improving the conditions of peoples in many countries where poverty and disease are almost overwhelming. I realized anew what great educational opportunities we in the United States have the power to provide for our children. I felt more strongly than ever that P.T.A.'s should encourage parents to create the proper home environment—one that enables children to make the most of the free education offered through the open-to-all schoolhouses of our country.

» At the fall National Board meeting: Mrs. Parker with Mrs. Teruo Yoshina, Hawaii Congress president, and J. Ralph Brown, national Citizenship chairman, also of Hawaii.

» True, the schoolhouses are open to all, but not all children can crowd in through those hospitable doors. Not yet do we have enough classrooms for the surging numbers of school-age boys and girls. Nor do we have enough teachers to give them the full, rich education in which we so steadfastly believe. We need urgently to learn more about our schools—their intents and purposes and problems.

» Last year we prepared a publication designed to help you find out these things: "Looking In on Your School." It is proving a boon to hundreds upon hundreds of earnest seekers after the truth.

» In a few hours I shall be packing to go to a meeting of the President's Council on Youth Fitness. Already I know that the deliberations of this group will be based on the belief that we adults cannot—no matter how wisely we speak—thrust fitness upon young people. They themselves must be involved in achieving it.

» Fitness, according to the Council's definition, means fitness of mind and spirit as well as of body. Here indeed is a vibrant challenge to parents and teachers: How can we, working with youth in our homes and schools, help each boy and girl to see his own part in developing fully his physical, mental, moral, and spiritual being?

» I know that by now your year's programs have been planned. I hope that our new Action Program paperback, "Strengthening the Home," has been useful to you. Surely no P.T.A. in this land need have a program lacking in sparkle and appeal if its program planners draw upon the many dynamic suggestions found there. I said in the Prologue, "This is a program based on faith in people." You are the people, and my faith is strong in each of you who serve your P.T.A. as president.

Sincerely yours,

Mrs. James C. Parker

MRS. JAMES C. PARKER, President
National Congress of Parents and Teachers

In honor of Founders Day:

AN INVITATION TO LEARNING

NO DEED shall perish which the soul hath sown," wrote John Addington Symonds. It was the soul that moved Alice McLellan Birney and Phoebe Apperson Hearst to their great deed—the founding of our organization. They were motivated by love—the most sensitive yet the most powerful of all emotions.

It was written of Mrs. Birney that "to her came the vision of true motherhood, of childhood and its needs. She had indeed a prophetic vision of what organized, intelligent motherhood might accomplish the world over." Mrs. Birney wrote of Mrs. Hearst, "It is she who has indeed been the inspiration and stay of this movement. I am confident she is doing more good in the world than any other one individual."

Mrs. Birney and Mrs. Hearst saw that children and young people had urgent needs and problems. Convinced that what was good for their own children was good for all, our Founders made no ordinary plans. They were no ordinary builders. To realize their ideals, they forged objectives and constructed plans that united millions of men and women in dedicated effort. The result is a movement of tremendous growth, reflected in our membership of almost twelve million, after six decades. Do you know of another instance in which the vision and the voice of two women have blended for such resounding effect on human betterment?

Through the organization which they brought into being, the work begun by Mrs. Birney and Mrs. Hearst is known around the world; thus the deed, in the poet's phrase, did not perish.

Founders Day was dear to the heart of Mrs. David O. Mears, its originator. Today it is dear to the heart of everyone who can see in P.T.A. activity the faces of laughing children and eager youth. To remember birthdays is important, as a way of marking significant beginnings, to show appreciation and love. On Founders Day, we who love the parent-teacher organization realize anew our commitment to follow the Founders' example. We must strive to fulfill our obligation, for ours is a noble heritage. When much is received, much is required in return.

• **LOCAL PRESIDENTS: Please share this issue of the *National Congress Bulletin* with your Founders Day chairman, so that you may begin now to plan for your 1960 observance of Founders Day.**

Facing Forward

On an occasion such as this, we naturally pause to recall what has gone before. But our most important task is to look ahead—to the still unmet needs of children. To help fulfill them, we need to be wiser parents, to strengthen our homes, to improve our communities, to increase educational opportunities in our schools.

We need help from everyone in our communities—men as well as women, teachers as well as parents. We must strive to work ever more closely with other citizens and other agencies contributing to the welfare of our children and youth. But if we are to work together, we must know each other better.

Why not perpetuate our Founders' ideals by inviting our neighbors and other friends to come to our P.T.A. meetings? Some people do not know the P.T.A. as we do. They have no idea of its scope or its aims. On Founders Day let's extend to these people an "invitation to learning"—invite them to learn why we work as we do, what we have accomplished, and what work yet lies at hand. Then when they understand our goals let us invite them to help us carry out our Action Program, "Strengthening the Home, Source of Our Nation's Greatness." This is the purpose of our current Action Program. This is our task for the months to come.

The parade of P.T.A. achievements is unending. Through the years the parent-teacher organization—local, state, and national—has been instrumental in taking children out of sweatshops; in providing and improving juvenile courts for children in conflict with the law; in creating and improving educational, health, recreational, and social services for children and families; in helping mothers and fathers become abler parents.

Mrs. H. Cecil Baker

As part of last year's program to further our Objects, members of the National Congress field staff traveled approximately 65,000 miles in 28 states, and more than three million copies of National Congress publications were mailed to state branches for free distribution to local units.

The Gift and Its Significance

We have chosen to serve children and youth, which is no small task. For their needs have a way of multiplying in this changing world of ours—requiring better services, more trained leaders, and more help with specific problems. To provide that help, to strengthen our program, and to extend our efforts into wider fields is the purpose of our annual Founders Day Gift. This is a gift for children in the community, the state, and the nation, since all children are our concern.

The trust bequeathed us by our Founders has been faithfully cherished. So that it may continue to yield rich dividends, will you pledge—to yourself and to me—that yours will be one of the 45,500 local parent-teacher units to send a birthday gift? Let us respond to the invitation not only to learn but also to serve.

Mrs. H. Cecil Baker, *Chairman Committee on Programs and Founders Day*

SPEAKING OF CHILDREN

Bonaro W. Overstreet's original script, first published under the title *Of Any Child Alive*, has been revised for Founders Day 1960.

Cast of Characters

● Ten or twelve men and women, portraying a school principal, a P.T.A. president, and other members of the P.T.A. executive committee.

Scene

● Members of the executive committee are seated around three sides of a table in a conference room in a school. Scattered about the table are copies of the *Parent-Teacher Manual*, the *National Parent-Teacher* magazine, the *National Congress Bulletin*, the Action Program—*Strengthening the Home, Source of Our Nation's Greatness*, and publications of the state congress. Before each person is a pad of paper and a pencil.

At the back of the right side of the stage, angled across the corner, are curtains that can be slowly and unobtrusively drawn aside to reveal the secondary stage on which the two Founders are eventually shown.

As the curtain rises, the executive meeting is obviously drawing to a close. There is a rustle of paper as committee members start clearing the table and gathering up materials preparatory to leaving. In the ad-lib conversation the words "school bond issue," "children," "class size," and "new teachers" can be heard. One woman has already left her place and stands at a window on the left looking out.

FIRST MAN (He rises, holding a copy of *Strengthening the Home, Source of Our Nation's Greatness* in his hand. Musingly he speaks):
Here, if ever there was one, is a program for civilization. But it didn't spring into being overnight. It may be the newest publication of the National Congress of Parents and Teachers, but more than sixty-three years of parent-teacher experience went into its making. . . More than six decades of parents and teachers working together, learning together, coming to know the nature and needs of children, planning P.T.A. projects to meet those needs, just as we've been doing.

FIRST WOMAN (she turns away from the window and faces the group):
Speaking of children. . .
I want to tell you of one small boy who was
running alone on a well-worn path
that cut through the grass of a vacant lot.
A butterfly zigzagged before him,
and he stopped in his tracks to watch
its flight.
An airplane zoomed in the sky above him,
and he squinted his eyes against the sun
to watch it spiral into the sunlight.
Only when he could see it no longer
he went his way. And in the path
was a pebble lying, smooth and round,
and he kicked it before him along the
path. . .

And speaking of children, I want to tell
you
of one small girl who alone stood watching
where two workmen were building a wall.
Under her arm she carried a doll
that had grown loose jointed from much
loving.

I tell you that much—and not any more.
And if that is all that you know about
them—
about the boy and the little girl—
what do you know? Can you even guess
whether they live in East or West?
what is the size of the town where they
live?
whether their fathers are rich or poor?

SECOND WOMAN:
We know only: *these two are children.*
They are any children, across the land. . .
They are any children, anywhere.

SECOND MAN:
But there's something else I believe
we know:
I think we know what they need as children,
not because their fathers are rich or poor;
but for one reason only: *they are children.*

THIRD WOMAN:
They need love—the right to believe
that people around them will be kind,
that no one will hurt for the pleasure
of hurting,
that no one will hurt just because he is
stronger.

FOURTH WOMAN:
They need food; when that boy reaches home
I should like to believe he would open
the door
and smell the warm, welcoming goodness
of food
and would suddenly feel hungry all over
with a hunger given by air and sunshine.
I'd like to see him scoot out to the kitchen
and say to his mother, "Gee, Mom, I'm
starved!"
and I'd want her to say—to be *able* to say—
"You'll find plenty of cookies there
in the jar."

FIRST WOMAN (smiling thoughtfully):
I can almost see him reaching for cookies,
but I can't see the color of his eyes or
his hair
or whether his clothes are expensive or
shabby. . .

THIRD WOMAN:
They need health. I'd like to believe
that small girl's bones are growing strong
with good food.
I'd like to see her sleeping at night,
relaxed and warm, companioned still
by the doll whose joints have grown
loose with loving.

THIRD MAN:
I'd like to believe the small boy, with
his cookies,
would sit down on a hassock in front of
the fire,
a book on his lap, and would hunt in
the book
for the butterfly he had seen in the
sunshine,
or the airplane he'd seen in the sky.

SECOND WOMAN:
Then he would hear a step on the porch
and jump up, glad that his father was home:
his father who'd know about butterflies
and engines,
as he always knew what a fellow should
know.

FIRST MAN:
We could sit here far into the evening,
having great wants for this boy and this
girl;
and speaking of them, we would speak of
all children. . .

We do not ask that the boy and the girl
tell us who their ancestors were—
what land they came from, what wealth
they owned,
whether their skin was pale or swarthy—
before we feel ourselves ready to say,
"These children need love and food and
warmth;
they need toys and books and good schools;
they need a sure faith in the men and women
who shape their lives."

We who sit here are parents and teachers;
and loving our children we have come to
believe
all children must have what is good
for children.

FIRST WOMAN (still standing at the window):
Before you spoke I was ready to say,
"This room grows shadowy in the afternoon.
I will turn on the lights."
Well. . . I will, in a moment,
but I suddenly feel I would like us,
together,
to review the articles of our faith.
You won't mind waiting for brighter lights,
if first we kindle from memory
the flames of our enduring faith.

(She moves from the window and stands behind her chair at the center of the table.)

Our first flame is *Hope*. We need our hope:
so much to be done on this planet of ours
where nations armed with power and pride
compete for the minds and loyalties of men.
We couldn't go on, we parents and teachers,
if we didn't have hope alive in our hearts;
if we didn't serve hope with our words
and our deeds. . .

SECOND WOMAN:
And all of us know the beautiful name
we give to the second flame of faith.
It is *Courage*. . . I needn't remind you.
It is the strength of heart we need
to run all the valiant risks of kindness
in a world where cruelty grimly prowls
and greedy men exploit the young for profit

THIRD MAN:
Let me add a word.
It's a heavy word—*Cooperation*,
but where it lives the work is light.
We know too well how small we are,

(Continued on page 4)

• During the Georgia Congress convention, delegates visited the Birney Memorial, which is located on the high school grounds in Marietta, Mrs. Birney's girlhood home. The sundial, on a marble shaft in the center of the court, bears this inscription: "This sun court is dedicated to a great woman who made a great dream come true. . . . From the seed of faith she planted has come the flowering of a new era of hope and promise for America's children."

SPEAKING OF CHILDREN . . . *Continued*

each one of us, and how large the task
that waits to be done for the sake of children.
So powerless alone. . . but so strong together;
the few of us here, in this quiet room.
and over the land, and over the world,
the thousands and millions who can be counted
as part of our fellowship of caring,
as part of our fellowship of work.

FIRST MAN:
Not only to do, but to know what to do:
that is our problem. Therefore we seek
the way to *Wisdom.* We say with our words,
and we say with our hearts, "Let us have wisdom.
Let us so join the fact with the dream
in all that we do, that their union may be wisdom."

SECOND WOMAN:
The word that I would like to rekindle
is a noble word that we don't speak often enough
with our modern tongues: it is *Excellence.*
Most of us say, in more prosy manner,
that it takes hard work to get anything done. . . to do anything well.
But whatever the language of dedication,
the meaning's the same: *we must not fail in our effort to make a world that's good just because excellence is hard.*

FOURTH WOMAN:
I'm glad to have this chance to speak
for what makes it worthwhile to go on hoping,
to go on working, to go on trying
to be wiser today than yesterday.
I'm glad to speak of *Companionship:*
the companionship that warms us here,
the few of us here in this one room,
and that links us across the miles and the years
with all the fathers and mothers and teachers
who have ever felt their throats grow tight
with the pain of knowing that children suffer;
with the pain of knowing that little children
need love and food, learning and joy,
and are denied. There is no pain
worse than knowing that children are hurt;
that hope dies in the eyes of children;
that children's faith is defeated by fear. . .

(During her speech the lights in the room grow more dim; while, emerging from the dimness, in the corner where the curtain has now been unobtrusively drawn back, two women of an older day are seen, sitting together in an old-fashioned setting: Alice McLellan Birney and Phoebe Apperson Hearst. During the scene that follows they sit in warm light while the rest of the stage is fairly dim. They talk in a friendly pantomime—ranging in mood from eagerness to thoughtful concern; from shared amusement to seriousness—but their words are not audible to the audience. The story is carried still by the men and women in the school room.)

FIRST WOMAN (as all turn their eyes toward the lighted corner and the two women who sit there talking):
How small a gap is made by miles or years
when people live companioned by a dream
wider than all the little miles of earth,
and longer in its vista than all years. . .

Here we sit in nineteen sixty now.
Yet we can give our minds a backward twirl
and live again in eighteen ninety-seven.
We call each other easily by name,
for we are friends. Across the years, no less,
we know the honored names of older friends:
Alice McLellan Birney, Phoebe Hearst.
We speak these names not as the names of strangers,
but as the names of friends whom we can love.
For it was they who, caring as we care,
dreamed into life this fellowship we know. . .
worked into life this fellowship of work.

THIRD WOMAN:
Caring as we care: that is the clue;
where there is common caring, there is love,
and we revere these women whom we never saw.
We love them knowing how they sat down together
to talk about the needs of little children,
all the needing children of the world.
We love them knowing that, had we sat with them,
there would have been no awkwardness in talking;
their words and ours would speak a common cause.

SECOND WOMAN:
They talked, as we talk, of good homes and health.

FIRST MAN:
They talked of safety. And they talked of schools
where all our children could have equal chance.

FOURTH WOMAN:
Strange how the words we sometimes think are new
on our brisk modern tongues begin to sound
like echoes from the past when we remember
women like these who talked before our time
about conserving human life, no less
than the other resources we call *natural.*

FOURTH MAN:
And when we remember how they talked of work
and the right of every child to have a chance
to learn the skills of self-respecting work.

THIRD WOMAN:
And the right of every child to laugh and play.
And his right to grow as straight and strong in faith
as in his body. . . It is comforting
in days like these
to know what beacons shone across the dark
to lead us on, to give us strength and hope.

(The corner where Mrs. Birney and Mrs. Hearst sit has gradually dimmed until they disappear. . . The curtain is drawn to hide them from sight.)

SECOND WOMAN (rising and turning on the lights):
Flames of faith show bravely in the dark,
beams of hope and strength; and we believe
that there will come a time when fuller light

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will illumine the puzzling problems
of the world—
as this light, now, is radiant in this room.

FIRST WOMAN:
And the boy who ran across the vacant lot
and the watching girl, with the doll
under her arm,
will in that day have nothing more to fear.
Wherever children are, there will be trust:
that pure, rich soil the human spirit needs
for sending down deep roots and growing tall.

(In silence she picks up her papers and purse from the table. Then she smiles at the group.)

Good night. We've made a fine beginning.
We know our children's needs,
what our P.T.A. must do
for homes, and school, and neighborhood.
Each has a task. Next month we shall
report.

(There is a chorus of "good nights" and chatter in which the words "school," "children," "science," "math," and "homework" are heard as the committee moves off the stage. The P.T.A. president remains in the center of the stage.)

P.T.A. PRESIDENT:
Here, then, in our P.T.A., in our state congress, and in our National Congress of Parents and Teachers, we have a great movement that continues to be what it has always been and yet grows each year. And herein lies the secret of the enduring youth and increasing maturity of the P.T.A. It is not a movement directed toward a grand climax where accomplishment is to be triumphantly final. Rather it is one in which every achievement merely reveals new things still to accomplish.

As we celebrate this evening the sixty-third anniversary of the founding of the National Congress of Parents and Teachers, we do not say: This is the climax—the grand finale. Rather we say: For further accomplishments for children and youth, stay tuned to Station P.T.A., whose wave length reaches all boys and girls, wherever they may live. Speaking of children—speaking of their education, their fulfillment, their welfare, we say: Clear in purpose, firm in faith, we approach the future confident that through the P.T.A. we can make our changing world a safer, more joyous one for all our children.

NOTE: The effectiveness of this pageant will depend largely upon the director's ability to create a scene in which all the men and women remain comfortably at ease throughout. This means that, aside from the two first speakers (both of whom can, as well as not, be seated a good part of the time), the characters remain in their chairs. They look up occasionally from sorting and arranging their papers and pamphlets—as people do when someone speaks; and the attention given by the group to each speaker should be natural, not stiffly artificial. The number of persons in the group can be varied as convenience may suggest, the speeches being parceled out to as many as take part. The whole aim should be naturalness.

OUR FOUNDERS

Mrs. Birney

ALICE McLELLAN BIRNEY, in whose mind the idea of a National Congress of Mothers was first conceived, was born October 19, 1858, in Marietta, Georgia, of Scotch-English parentage. Her earliest education took place in a private school, for at that time public schools were not numerous. Later she attended Atlanta high schools and Mount Holyoke College.

Alice McLellan enjoyed from childhood the advantages of a home atmosphere of intelligence and culture. Her naturally thoughtful habit of mind was strengthened by broad and skillfully directed reading. She married Alonzo J. White of Charleston, South Carolina, whose death left her with the sole responsibility for a little daughter. Several years later she married Theodore W. Birney and moved to Washington. Two daughters were born there.

Mrs. Birney had the full sympathy and cooperation of her husband in her aspirations toward building a better world for children. In 1895, at Chautauqua, New York, she revealed her plan, and in the following year she explained it to the General Federation of Women's Clubs, which accorded it much interest. In 1897 she met Phoebe Apperson Hearst, who became co-Founder with her of the new organization. In the very year in which the National Congress of Mothers reached its successful realization, Mr. Birney died. Mrs. Birney, a woman of resolution as well as of vision, carried on despite her grief.

The National Congress of Mothers, later to become the National Congress of Parents and Teachers, was successful from the beginning. Mrs. Birney served as its first president. She died in 1907.

Mrs. Hearst

PHOEBE APPERSON HEARST was a daughter of pioneers; her father came from Virginia and her mother from South Carolina. Mrs. Hearst was born December 3, 1842, on a farm near St. James, Missouri, and in her childhood attended the local district school. She became a teacher at the early age of seventeen; her first teaching position was in St. James. This early experience was a factor in establishing the lifelong interest in children for which her career was notable.

She married George Hearst of San Francisco, California, who was interested in gold mining and eventually built a fortune therefrom. The couple had one son, William Randolph Hearst.

The name of Mrs. Hearst is prominently connected with the founding of kindergartens in this country. Deeply interested in all phases of education but especially in the kindergarten, she cooperated in this field wherever she could; several kindergartens were established by her.

▶ Founders Day is an **annual event.**

Did your unit have an outstanding Founders Day observance in 1959? Did it carry out the objectives as listed on page 206 of the "Parent-Teacher Manual"?

We cannot overemphasize the importance of the P.T.A. story. February 17, 1960, brings a fresh opportunity to tell the world about P.T.A. accomplishments and plans, and how they have been inspired by a long and historic tradition of service to children and youth.

The Action Program, "Strengthening the Home, Source of Our Nation's Greatness," is a good source of ideas that might be emphasized. And future issues of the "National Congress Bulletin" will also provide further help for your Founders Day observance.

THE FOUNDERS DAY GIFT

State	Number of Units	Amount (1959)*
Alabama	862	$ 881.93
Alaska	58	59.84
Arizona	285	394.11
Arkansas	650	1,531.50
California	3,937	17,101.83
Colorado	578	809.75
Connecticut	600	474.85
Delaware	92	5.00
D. C.	131	58.84
Florida	1,012	3,602.28
Georgia	1,034	3,577.84
Hawaii	189	210.87
Idaho	350	692.73
Illinois	2,346	2,631.70
Indiana	1,160	1,570.25
Iowa	776	1,590.41
Kansas	787	1,448.28
Kentucky	792	1,953.55
Louisiana	515	967.23
Maine	317	148.38
Maryland	638	693.53
Massachusetts	921	790.23
Michigan	1,950	2,244.54
Minnesota	1,066	710.68
Mississippi	387	425.72
Missouri	1,688	4,014.61
Montana	340	449.55
Nebraska	361	512.09
Nevada	103	256.87
New Hampshire	214	227.65
New Jersey	1,347	5,853.61
New Mexico	275	268.05
New York	1,900	2,053.55
North Carolina	1,140	2,463.94
North Dakota	356	300.82
Ohio	2,157	4,406.44
Oklahoma	691	586.48
Oregon	712	1,121.64
Pennsylvania	2,332	6,266.99
Rhode Island	236	616.56
South Carolina	426	554.73
South Dakota	290	430.95
Tennessee	1,245	2,844.54
Texas	2,561	2,412.25
Utah	449	425.00
Vermont	181	234.07
Virginia	1,007	1,728.32
Washington	1,288	1,167.91
West Virginia	1,389	1,166.40
Wisconsin	927	364.39
Wyoming	126	152.86
Unorganized areas	27	6.80
TOTAL		$85,462.94

*The complete Founders Day gift was $170,925.88. Half of it, as shown above, was forwarded to the National Congress. The other half was retained by the state congresses.

GIVING A BIRTHDAY GIFT to honor our Founders is an essential part of every Founders Day program. This is not an assessment on uninformed or unwilling members but a free-will gift from members who know their contribution will be used to extend and enrich parent-teacher services for children and youth.

Every P.T.A. Member Should Know . . .

- That only when *all parents* and *all teachers* of *all children in school* are active, participating members of a P.T.A.—the best instrument known for getting things done for children—will it be possible to develop a completely effective home-school partnership.

- That the process of mobilizing, organizing, informing, training—and *inspiring*—ever more parents, teachers, and other citizens is a parent-teacher responsibility—even an obligation.

- That the Founders Day Gift is used *only* for such extension work.

- That the Founders Day Gift from each state is *divided equally* for extension use by the state congress and the National Congress.

- That every P.T.A. in membership with the National Congress benefits from this program.

- That, as each year's extension service is carried out, state congresses and the National Congress get more and more requests for assistance. This is as it should be. But because their regular budgets cannot always handle these extra expenses, they must depend on the Founders Day Gift to supply the means for taking care of the work that is so necessary for helping P.T.A.'s.

Scope of Extension Work

The exact meaning and scope of extension work are set forth in the policies and practices that have been built up through the years for the guidance of National Congress leaders. But how are these extension policies and practices applied by the National Congress and its state branches?

- Each state congress is free, of course, to decide on the services it needs to give and what extension aid it will request from the National Congress. However, extension activities paid for by the Founders Day Gift—both state and national—include the following:

Field staff services

Organization of local units

Training of leaders

Contacts with educational groups

Contacts within the organization that will further the aims and purposes of the National Congress of Parents and Teachers

- To extend the organization and its influence, state and national representatives, including field staff members:

Attend conventions and other meetings to present the parent-teacher program of study and action; to interpret special fields of work; to unify parent-teacher activities; to vitalize relationships.

Attend meetings of educational groups and other organizations and agencies whose aims are allied, to explain, interpret, and inspire; to take part in cooperative activities.

Carry out schools of instruction and leadership courses through national, state, district, and council meetings to inform and inspire leaders and prospective leaders.

Participate in state, regional, and district conferences and institutes on parent-teacher education in universities, colleges, and other teacher education institutions.

• Thus the birthday gift honoring our Founders serves to create new opportunities for parent-teacher service among a countless number of persons. It represents acceptance of our responsibility for the future of our nation—to strengthen its homes, improve its schools, safeguard its communities. It represents a tribute of love and respect to those who have gone before us. It is an important expression of faith in the entire parent-teacher movement. It is a gift for children.

ESPECIALLY APPROPRIATE FOR FOUNDERS DAY

KEY CHAIN

• The bronze medallion on this key chain has an oak tree, official emblem of the National Congress of Parents and Teachers, on one side, and on the other side an embossed design of the National Headquarters. Key chains make attractive gifts to honor guests at Founders Day meetings and to express appreciation. Price: 75 cents each.

FABRIC BOOKMARK

• With threads of blue and gold, the P.T.A. Objects have been woven into a handsome fabric bookmark. This bookmark is a valuable Founders Day accessory—for programs, favors, invitations, and greetings. It is available in two useful forms: mounted on an attractive all-purpose greeting card, enclosed in an envelope suitable for mailing (25 cents each), and mounted on a blue card without envelope (12 cents each).

Objects bookmarks and key chains may be purchased from the National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11, Illinois, or from the state congress office.

P.T.A. SEALS

• Looking for Founders Day decorations? Blue and gold P.T.A. gummed seals will help carry out the spirit of the occasion on programs, bulletins, place cards, and other materials for distribution. They give dignity and beauty to anything they adorn. Seals come in three sizes and may be purchased from the state office.

PUBLICITY HINTS...

For Founders Day Chairmen

Newspapers

• Before your Founders Day meeting, make plans with your P.T.A. publicity chairman for getting wide newspaper coverage.

• With the help of the publicity chairman, prepare feature stories and releases for the newspapers. For instance, you might:

Describe the parent-teacher extension work that is provided through the Founders Day Gift and tell how it applies to your state and community.

Choose one or two projects initiated by the National Congress and show how the P.T.A. has developed that project in your community and state.

Make sure releases give the date, time, and location of your meeting.

• Well in advance of your Founders Day observance, give the publicity chairman a *written account* of all important program details.

Be sure all publicity emphasizes that the public is invited and will be welcomed.

• With assistance from the publicity chairman, see that the meeting gets good follow-up publicity:

Quote important sentences or paragraphs from the speaker, panel, or forum in writing up your account of the Founders Day program.

Remember that newspaper editors want *news;* tie your story to current activities—local, state, or national—as well as to historical events.

Displays

• Plan to display Founders Day posters in the school, the P.T.A. meeting room, downtown and neighborhood stores, the library, and other public buildings.

• Use your displays not only to publicize your Founders Day meeting but also to create interest in other phases of parent-teacher activity. For example, your exhibits might stress membership; objectives; local, state, or national P.T.A. projects; the *National Parent-Teacher* magazine; and so forth.

Radio and TV

• Send a notice of the Founders Day meeting to your local radio or TV station if it makes a practice of announcing events of civic interest.

• Arrange—in cooperation with the chairman of audio-visual services—a radio or TV broadcast highlighting P.T.A. goals and achievements. For example:

Have a group of P.T.A. members present *Annals of Achievement: A P.T.A. Panorama* (*Founders Day 1958,* page 25).

Prepare and broadcast an original script based on the Objects and current activities of state and local parent-teacher groups.

Present a discussion or a question-and-answer program featuring P.T.A. leaders and members.

POINTERS FOR FOUNDERS DAY

Purposes—General: Our cherished parent-teacher Objects sum up the purposes of all P.T.A. programs, whether carried out in regular meetings, in special meetings such as the one for Founders Day, in discussion groups, or through projects.

Purpose—Specific: To dedicate Founders Day to the extension of the movement that through the years has been inspired by the parent-teacher Objects.

Program Pluses: Resources for the Founders Day program are as varied and numerous as P.T.A. members are ingenious in finding and using them. Briefly, however, they include:

Founders Day pamphlets issued in past years.

Procedure books and record books.

"National Parent-Teacher: The P.T.A. Magazine" (current and back issues).

"National Congress Bulletin" (especially issues of October and December 1958 and January 1959, containing Founders Day features). Other National Congress and state congress publications.

The state congress and the National Congress; cooperating agencies and organizations; distinguished citizens in the community; former P.T.A. officers and members; professional and lay leaders; school administrators; et cetera—those persons who can contribute from unique funds of knowledge and understanding.

P.T.A. Cooperators: Getting each member to lend his efforts either in program participation or in building up the Founders Day Gift is basic for a successful program and progress toward its goal.

Each P.T.A. chairman and officer also can make significant contributions that will enhance the value of the program—for example, chairmen of committees on membership, room representatives, publicity, hospitality, budget and finance, audio-visual services.

Presenting the Program: Dramatize; role-play; use skits, plays, and humor; discuss, sing—whatever the method used, make it vivid, interesting, and purposeful. But do keep in mind as you plan and prepare that we look at the past only to get a perspective on what we can do in the future.

Why not distribute a mimeographed copy of your record of achievements to each person at the Founders Day meeting? (See the example in *Founders Day 1958.*) Founders Day is a good time for evaluation, and evaluation is always useful for finding out *how we have helped* to extend the parent-teacher movement and *how we should continue to move forward.*

Awarding honorary state and national life memberships is an appropriate part of the program, for the services recognized by these awards and those to be derived from their proceeds all denote parent-teacher ideals in action.

And, finally, please *do hold the meeting in the evening* so that *everyone* in the community may participate.

Providing for the Gift: We might possibly compare the Founders Day Gift to the enthusiastic applause reaped by a fine performance. Our "audiences," too, are ready to show their appreciation—appreciation for what the P.T.A. has done and will do—if (1) the program is constructive, and if (2) they understand that their gifts will reach into the homes, schools, and communities of the nation's children.

Be sure to see "The Founders Day Gift" elsewhere in this *Bulletin.*

P.T.A. Guidepost: For more detailed information on duties of the program and Founders Day chairman, objectives, and suggested activities, see pages 201–208 in the *Parent-Teacher Manual.*

Founders Day References

• The Founders Day pamphlet, issued in past years, contained information, suggestions, and program ideas that are still of interest to parent-teacher associations. The following list shows some of the special features to be found in the 1956–58 editions, as well as in more recent National Congress Bulletins.

Founders Day—1956

Some Sample Programs
"Mister Facts" (puppet play)
"Grandfather National" (play)
Find the P.T.A. Word (puzzle)

Founders Day—1957

"Our Objects, Then and Now" (pageant with music)
"Founders Day" (candle-lighting ceremony)
"What P.T.A. Means to Father" (play)
"The Spirit of Love" (short pageant)

Founders Day—1958

"Founders Day at the Roosevelt High School, Portland, Oregon" (program plan)
"The P.T.A. Birthday" (skit)
"Annals of Achievement: A P.T.A. Panorama" (radio or mock radio program)
"A Youngster's Version of Our Objects"
"A Sample Achievement List"

National Congress Bulletin—October 1958

"Founders Day U.S.A."

National Congress Bulletin—December 1958

"Milestones Along the Way" (to be brought up to date in a forthcoming *Bulletin*)

National Congress Bulletin—January 1959

"Our History in Perspective"

• Sufficient copies of these Founders Day pamphlets were distributed to provide one for each P.T.A. Therefore, copies should be available locally. State congresses also received liberal supplies of the October 1958 *National Congress Bulletin* reprint, which are still available.

• It is suggested that groups producing any of the Founders Day presentations have enough of them mimeographed to supply each member of the cast, as supplies of the Founders Day pamphlets are not available for this purpose. Mimeographing may be done locally at small cost.

• For a guide to P.T.A. publicity, see the National Congress publication, *P.T.A. Public Relations: A Publicity Handbook.* This pamphlet, offering an abundance of practical suggestions, is available from your state congress or from the National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11, Illinois. Price: 50 cents a copy.

LEGISLATION PROGRAM

of the

NATIONAL CONGRESS OF PARENTS AND TEACHERS

AS ADOPTED SEPTEMBER 1959 BY THE NATIONAL BOARD OF MANAGERS

1959–1960

OBJECT — "To secure adequate laws for the care and protection of children and youth."

—National Bylaws, Article II.

• The National Congress is concerned with basic issues that may lead to legislation affecting: (1) the welfare of children and youth in the fields of education, social and economic well-being, and child labor; (2) such environmental factors as radio, television, motion pictures, press, recreation, and safety education in its broadest sense; and (3) federal research agencies in education, health, juvenile protection, and homemaking. The Congress is vitally interested in legislation designed to promote world understanding and peace among nations. — *Policies and Practices.*

POLICIES

LEGISLATION action of the National Congress of Parents and Teachers is determined at all times by previously adopted legislation policies. These policies define the fields of legislation that are within the scope of the parent-teacher program. Only those specific bills that conform to these policies can become an action item on the legislation program.

Each of the policies listed below has been approved by at least **THIRTY STATE CONGRESSES** according to individual state procedure. (State congresses have an opportunity to review the program annually and should review it at least once during an administration.)

The legislation ACTION ITEMS (see page 11) are based on the following policies:

1. Local Control

All federal child welfare legislation should include provisions that will ensure minimum federal and maximum local control.

2. Federal Grants-in-Aid Affecting Children and Youth

Federal grants-in-aid to states should be made through the federal agencies, and administered by state and local agencies most directly concerned with the subject involved.

3. Education

a. The free public school system should be maintained and strengthened. Education requires action at all levels of government: local, state, and national. When federal funds are involved, such monies should be channeled through the United States Office of Education to state and local departments of education and should be administered with minimum federal and maximum local control.

b. Education beyond high school should be encouraged.

c. The United States Office of Education should be established as an independent agency of government under the general direction of a federal board of education. This board should be composed of laymen appointed to long, overlapping terms and should have authority to appoint, and be advisory to, the United States Commissioner of Education.

4. Federal Aid for Education

a. All funds appropriated by the federal government for the support of education within the states should go to publicly controlled, tax-supported schools only.

b. Federal funds should be appropriated for the purpose of increasing educational opportunity among the several states, with provisions ensuring minimum federal and maximum local control and encouragement to the states to put forth their best efforts to equalize opportunities within their own boundaries.

c. Federal funds appropriated for education should be available for school libraries and for special programs for the education of handicapped children.

d. Federal funds appropriated for education should be used to provide, through the U.S. Office of Education, adequate programs of school health, health education, and physical fitness for children and youth.

e. Federal funds appropriated for education should be used for such programs of adult education as affect the welfare of children and youth.

f. All federal funds for vocational education should be channeled through the U.S. Office of Education to state departments of education, so that vocational and general education may be effectively integrated through state and local control.

g. Federal funds should be appropriated to give aid in the construction of public school buildings, after

approved surveys have been made. These funds should be:

(1) channeled from the U.S. Office of Education through state departments of education to the local units of administration;

(2) allocated so as to encourage states to set forth principles for equalizing the distribution of state and federal funds, giving special consideration to school administrative units with relatively low financial resources and to areas especially affected by rapid and substantial increase in school-age population.

h. Federal funds should be used to augment state and local support for schools in federally impacted areas.

i. The education of Indian children should be administered through state departments of education, with adequate federal appropriations given to furnish educational opportunities equal to those of other American children.

5. Child Labor

Federal legislation should give necessary protection to child workers, with special emphasis on the establishment of (a) a basic minimum age of sixteen for employment; (b) a higher minimum age for employment in hazardous occupations; and (c) a minimum wage provision for minors.

6. Child Life Research

Adequate appropriations should be provided for continuing cooperative programs of child life research.

7. Critical Materials for School Building Construction

We support measures that will give a top priority during periods of national emergency for materials, equipment, and supplies for school buildings, after major military needs of the United States have been met.

8. Disposal of Surplus Materials and Supplies

Educational, medical, and recreational materials and supplies purchased but no longer used by the armed forces should be released to the proper public agencies—local, state, and national—for use in developing programs of education, health, and recreation throughout the United States.

9. Health

Equalized public health services and public health education opportunities should be provided for all children and youth.

Federal appropriations for maternal and child health services and services for crippled children should be continued.

10. International Relations

The National Congress of Parents and Teachers supports the United Nations, believing it to be the best available instrument for world peace.

We believe that we must work diligently for international cooperation by use of United Nations channels in order to achieve economic, social, physical, and spiritual welfare for all children and youth. Our immediate concern is a continued and expanded program for the United Nations Children's Fund (UNICEF).

We support in principle the work of the specialized agencies such as the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the Food and Agriculture Organization (FAO), and the World Health Organization (WHO).

11. Juvenile Protection

Federal legislation should be enacted to assist in the implementation of state laws when environmental factors are involved in the safety and welfare of children and youth.

Federal funds should provide assistance to, and cooperation with, states in strengthening and improving state and local programs for the diminution, control, and treatment of juvenile delinquency.

12. Library Service

Public library service should be extended to all people on an equitable basis with special emphasis on needs in rural areas. Federal funds for public library service should be channeled through the U.S. Office of Education to state library agencies for use in promoting library service according to the pattern best suited to state needs.

13. National Defense

The security of our people and the peace of the world today require the maintenance of strong military forces and of a well-educated civilian population. In planning the strategy of the national security program it is important that the role of the schools be carefully considered. A major part of our national security rests upon our ability to prepare young people for the discharge of their military and civic responsibilities.

We favor the development of an adequate civilian reserve of manpower available for military service and the maintenance of a standing military force sufficient to deter aggressors. We urge that every effort be made to meet the personnel needs of the armed forces with the least interruption of high school and post-high school education of youth and with equity between in-school and out-of-school youth.

14. Postal Rates

We oppose legislation that would eliminate special rates for the mailing of library books and the special second-class mailing rates now available to nonprofit organizations such as the National Congress of Parents and Teachers.

15. Rural Services

We support the basic principle of equalization of education, recreation, and health services for children and youth in rural areas.

16. School and Community Services in the Nation's Capital

Adequate funds should be provided for school and community services in the nation's capital.

ACTION ITEMS

THE following action items, based on the approved policies, represent current needs. It is anticipated that pertinent legislation will be introduced when the second session of the Eighty-sixth Congress convenes in January 1960. Local units should study the issues involved. State legislation chairmen will request action at the appropriate time.

1. Child Labor

We oppose legislation that would weaken the protective child labor provisions of the Fair Labor Standards Act.

2. Adequate Support for Certain Federal Offices and Agencies

We support adequate appropriations for the following departments, offices, and agencies.

(The current needs of programs are considered in determining adequacy of appropriations.)

a. Office of Education, U.S. Department of Health, Education, and Welfare

b. Children's Bureau, U.S. Department of Health, Education, and Welfare

c. Food and Drug Administration, U.S. Department of Health, Education, and Welfare

d. Public Health Service, U.S. Department of Health, Education, and Welfare

e. Institute of Home Economics, Agricultural Research Service, U.S. Department of Agriculture

f. Federal Extension Service, U.S. Department of Agriculture

g. School Lunch Program, U.S. Department of Agriculture

h. Bureau of Labor Standards and Wage and Hour Division, U.S. Department of Labor

3. Emergency Aid for School Building Construction

The effective solution of problems caused by the acute shortage of classrooms for the nation's children requires action at all levels of government: local, state, and national. The need for classrooms grows more acute, even as states and communities are constantly bettering their own efforts to finance programs of school construction.

The National Congress will redouble its efforts to secure legislation that will provide for aid from the federal government to states, so that local communities can expand their school building construction. Such legislation should be on an *emergency* basis and *terminal* in scope.

4. International Relations

The United Nations Children's Fund (UNICEF) merits our constant concern. We shall work diligently to secure adequate appropriations for UNICEF in order to ensure a continued and expanded program for children everywhere.

5. Juvenile Delinquency—Prevention and Control

Legislation to provide assistance to, and cooperation with, states in strengthening and improving state and local programs for the diminution, control, and treatment of juvenile delinquency is before the Eighty-sixth Congress. Differences in the bills must be reconciled by the second session of the Congress. The significant difference regards grants for training personnel in addition to grants for special projects.

CONTINUING CONCERNS

• In other years the action items have included support by measures to abolish block booking and blind selling of motion picture films; support of the general trend toward grade labeling of products; support of legislation providing certain appropriations for the extension divisions of state universities and land-grant colleges; support of ratification of the child labor amendment; support of legislation to prohibit radio or television broadcasting of advertisements of alcoholic beverages, and opposition to legalizing of a national lottery. No action on these subjects is anticipated at this time.

FUNCTIONS OF FEDERAL OFFICES AND AGENCIES

The **U.S. Office of Education** conducts educational research, collects statistics, makes surveys, provides advisory services, and collects and disseminates information on education in the states, so as to make possible intelligent comparison and wise decisions on programs and operations. The Office administers federal funds available to the states for land-grant colleges, vocational education and rehabilitation, library services, and schools in federally impacted areas, and funds available through the National Defense Education Act of 1958.

The **Children's Bureau** has two assigned functions: (1) to investigate and report on the welfare of children and (2) to administer the federal grants to the states for child welfare services, crippled children's services, and maternal and child health services. The Children's Bureau, which is concerned with the children of all the people, has never ceased to recognize that the child is a part of a family and that each family is—or could be—part of a community.

The **Food and Drug Administration** protects the consumer

(the family) by preventing the misbranding or adulteration of foods, drugs, devices, and cosmetics in interstate and foreign commerce. This agency is responsible for the policing of domestic narcotics.

The **U.S. Public Health Service** is responsible for a variety of activities, all of which have a direct bearing on the family and its welfare. These include port of entry examinations; supervision of medical services in federal penal institutions; operation of federal hospitals, such as marine hospitals in the larger ports, the drug addict hospitals in Fort Worth and Lexington, and the National Leprosarium; research and personnel training in the fields of mental health and chronic and communicable disease control; and the administration of grants-in-aid to states for such purposes as hospital construction and control of communicable diseases.

The **Institute of Home Economics in the Agricultural Research Service of the Department of Agriculture** conducts research on foods and nutrition, clothing and textiles, housing and equipment, and household economics. Through its research new knowledge is developed about efficient household management and ways to make best consumer use of foods, fibers, and other products of the nation's farms.

The **Federal Extension Service** is the agency that, in cooperation with the land-grant colleges, brings the results of continuing research to the rural community, employing county extension workers who deal directly with individuals and voluntary organizations.

The **School Lunch Program** emphasizes the importance of a well-balanced lunch as part of a school program. Appropriation of funds for the School Lunch Program (Public Law 396) is part of the must legislation of the National Congress of Parents and Teachers. This program reaches the child both in the family and in the community.

The **Bureau of Labor Standards** and the **Wage and Hour Division** are both concerned with the development of sound labor standards. The Bureau's activities include the formulation of standards for youth employment and promotion of their adoption. This agency also conducts child labor and youth employment research. The Wage and Hour Division is charged with enforcement of the Fair Labor Standards Act, which includes regulations governing child labor in industries operating or producing for shipment in interstate commerce.

• Each of these federal offices and agencies is a force that provides services which strengthen the family as research and information involved are disseminated. In this manner there is a definite correlation between the work of the legislation committee and that of implementing the Administration Theme, "Strengthening the Home, Source of Our Nation's Greatness."

Magazines for Friendship

Please note—all P.T.A.'s that share in the "Magazines for Friendship" project by sending bulk shipments of magazines abroad via APO addresses:

Mrs. Durand Taylor, national chairman of International Relations, has been notified that some APO numbers have been discontinued: In the San Francisco area they are 9, 54, 500, and 317; in the New York area, 16 and 251. And APO 206 has been changed to 205.

√ CHECK YOUR CALENDAR

RIAL Month, November — Write to Religion in American Life, Inc., 184 Fifth Avenue, New York 10, New York, for materials devoted to the theme "Find the Strength for Your Life. . . Worship Together This Week."

Children's Book Week, November 1–7

American Education Week, November 8–14

Veterans Day, November 11

Founders Day 1960, February 17

1960 National Congress Convention, May 22–25, Philadelphia, Pennsylvania

• • •

More than 12,000,000 Memberships by April 15, 1960, our membership goal.

P.T.A. Book Fairs

"Go Exploring in Books" is the call that will go out this year during Children's Book Week, November 1–7. For P.T.A.'s that choose the popular book fair as a means of acquainting young explorers with the vast world of books, we present the criteria for book fairs recently set up by the National Congress:

• Book fairs in local communities should be developed jointly by the P.T.A., school and public libraries, and bookstores within the community.

• Selection of books should follow the standards recommended by professional librarians.

• The practice of making books available for purchase at these fairs is not considered a violation of the noncommercial policy, if selections are not limited to one publisher or one store in the community (where there are several stores).

• The practice of retaining for the P.T.A. some portion of the funds derived from the sale of the books at the fair is not considered a violation of policy, if the fair is initiated by the P.T.A. and follows the above criteria.